

Teacher's Guide for MIME LOUD & CLEAR

—About the performance—

Mime Loud & Clear introduces students to the performing art of mime and some of the techniques used in this unique medium of communication. Students join in as the artist explains and demonstrates how a mime creates the illusion of objects through the use of hands, eyes, muscles, and emotions. They practice the ball, rope, wall, and expressions. Then a few students participate in a creative mime activity. For the last 15-20 minutes of the program, the artist applies mime makeup and performs several mime routines.

—About Cwerks, Inc. & the artist—

Cwerks was founded in 1995 and brings live theater to all ages through a variety of venues: interactive children's plays; audience-participation mysteries; workshops and classes; etc. The directors, Christopher and Marian Scadden have over 50 years combined theater experience. Christopher has a B.A. in Theatre Arts and M.S. in Bilingual Education; Marian has a B.A. in Children's Theatre and almost 30 years experience in Mime. She has performed on stage, worked backstage and directed for both adults and children. Her plays are performed all over the U.S.

—Books & Resources about mime and performing—

THE MIME BOOK, by Claude Kipnis

MIME TIME: A BOOK OF ROUTINES AND PERFORMANCE TIPS, by Happy Jack Feder, Marc Vargas

PLAYS, THE DRAMA MAGAZINE FOR YOUNG PEOPLE

THEATRE GAMES FOR YOUNG PERFORMERS, by Maria C. Novelly

BAKER'S PLAYS (click on their link from our website: www.cwerks.com)

—Possible follow-up activities—

Some of the following activities were part of the assembly and are here for you to try out for yourselves:

1. Fruit bowl. Everyone sits in a circle and the person who starts holds the (mimed) fruit bowl while the next person picks out a fruit and eats it so that the rest of the group can guess what it is. Then that person holds the fruit bowl for the next person; and on around the circle until everyone gets a chance to pick a fruit.
2. The Ball. Partners or small groups spread out and toss a mime ball to each other. Be careful. Sometimes when a person is catching the ball, it looks as though they've thrown it, so: Catch the ball by moving your hand in the same direction as the ball (usually, you move your hand back). Throw the ball different ways: bouncing, high in the air, rolling, fast, slow.
3. The Wall. Pretend you're in a maze and you have to feel the wall to find your way out.
4. Object Compensation. Grasp different (real) objects around the room and pay attention to how you hold and use the object. Now put the object down and try to do it in mime.
5. Pass-it-on Expressions. Stand in a line and the first person makes a face and holds it for the second person to look at who tries to copy it exactly. The second person holds it for the third person to look at; and on down the line until the last person brings it back up to the first person who sees if it looks right. The last person now stands at the front of the line and begins a new face.
6. Guess the Activity. Someone performs a simple activity that they do on a regular basis; such as, a chore, a hobby, a sport, etc. When the performer stops (it should be within a few seconds, otherwise, it's not a simple activity), the rest of the class tries to guess what that person was doing; i.e., brushing teeth, brushing hair, feeding the dog, etc.

7. Perform.

- Get into small groups and make up a mime skit. Teachers can help out the groups by giving each group one word to center their ideas around, such as: balloons, bubble gum, candy shop, ice cream, school, breakfast, library...(any noun will do). Point out to the children that a story has a beginning, middle, and end. One way to create a story is to think “What will be the problem?” The beginning is how the character(s) get into the problem; the middle is having and dealing with the problem; and the end is how the problem gets solved.
- Use poems or simplified versions of folktales for narrated mimes, in which one or more people read the poem or story aloud while others act it out. Nursery rhymes and Shel Silverstein poems work well. For younger children, it works well to have the teacher read aloud the story, shortening it as needed. Stories with “group parts” work well; such as, Stone Soup, Round Robin, Gingerbread Man, etc.

—Let us hear from you—

Questions, comments, concerns, suggestions, and accolades, about the program or the teacher’s guide, all cheerfully accepted, as are notes and pictures from the children:

Cwerks, Inc.,
P.O. Box 159,
Dallas, OR 97338
info@cwerks.com
www.cwerks.com
503-999-1196

If you care to write a testimonial that we can include on our website or with our promotional packets, let us know. We would love to have it!



*Live theatre
where people interAct*